Prekindergarten Guidelines – 1999 v. 2008

2008 Guidelines	1999 Guidelines
Based on and created with authors of most recent research	Based on research through 1999, but research not cited or referenced
Provides examples of child behaviors at the beginning and ending of the prekindergarten experience	Lists knowledge and skill expectations without example behaviors or activities
Includes a detailed tutorial for how the PKGs are to be used, including online tutorial with classroom best practice video for each student	Includes a brief introduction only
 Provides detailed information on physical arrangement of the classroom, student behavior, professional development, and monitoring children's progress 	Does not address these areas and lacks information on assessing student progress, educator development, classroom arrangement, behavior management or scheduling
Provides detailed strategies, identified in expected outcomes and examples of child behaviors, to support the ELL child and children with special needs	Mentions certain populations in the introduction, but neither identifies specific and unique strategeis nor emphases supportive instruction for special populations

Examples of higher standards in 2008 PKGs (by end of 4-year old year)	Previous standard described in 1999 PKGs (by end of 4-year old year)
Child demonstrates understanding of 3,000-4,000 words, many more than he or she uses	Does not address number of words a child should know and understand by the end of the 4-year old year
Child names 20 upper and 20 lower case letters, recognizes at least 20 letter sounds, and produces sounds for at least 10 letters	Child identifies 10 or more alphabet letters (either upper or lower case)
Child writes own first name and uses letters or symbols to make words or parts of words	Child's writing attempts more closely approximate conventional writing
Child counts from 1 to 30, uses addition and subtraction skills, counts objects, and understands ordinal terms like "second"	Child counts from 1-10
Child can name common shapes and knows number of sides for shapes such as square, triangle, rectangle	Child begins to recognize and name shapes
Child identifies the life cycles of organisms	Child knows animals and plants are alive
Social Development – 12 pgs	Social Development – 1 pg
Language and Literacy – 31 pgs	Language and Literacy – 6 pgs
Mathematics – 13 pgs	Mathematics –3 pgs
Science – 5 pgs	Science – 2 pgs
Social Studies – 5 pgs	Social Studies – 3 pgs
Fine Arts – 6 pgs	Fine Arts – 2 pgs
Physical Development (PE) – 2 pgs	Physical Development (PE) – 2 pgs
Technology Applications – 2 pgs	Technology Applications – 1 pg

1999 – The Commissioner of Education convenes a working group of educators and community members from across the state to draft guidelines for a prekindergarten curriculum. The prekindergarten curriculum guidelines describe specific goals for three-and four-year-old children in each of 9 content area.

December 2007 – The Commissioner of Education directs the State Center for Early Childhood Development to facilitate the revision of the Texas Prekindergarten Guidelines to include research since 1999. Again, a similar working group is convened with national researchers and state and expert local stakeholders.

January 2008 – Over 100 national, state and local experts meet to discuss recent research and form writing teams for each of 10 domain areas.

February to March 2008 – SCECD and TEA staff conduct 13 regional forums to solicit and incorporate feedback from experienced field stakeholders.

By March 2008 – Over 2,500 stakeholders had attended one or more forums and over 267 comments were received via web.

May 2008 – The revised guidelines are approved by the Commissioner of Education.

May 2008 – PKGs are presented to SBOE for inclusion in Instructional